



NJSP

New Jersey Scholars Program



ANNUAL REPORT
2020

2020 New Jersey Scholars Program

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2020 NEW JERSEY SCHOLARS PROGRAM

Sunday, June 27 through Friday, July 23

Mind and Body: The Future of Being Human Faculty and Staff

History/Politics/Ethics	David S. Figueroa-Ortiz J.D. Columbia University, School of Law
Philosophy/Literature	Marta Napiorkowska Ph.D. University of Chicago
Sociology	William Westerman Ph.D. University of Pennsylvania
Science	Johnny Clore Harvard University
Art	Jamie Greenfield M.F.A SUNY Albany
Housemaster	Josiah Jordan '13
Assistant Housemasters	Isabella Rocco '18 Colin Melazzo '16
Program Director	David S. Figueroa-Ortiz
Program Administrator	Cathleen Morgan

I. The Program

The purpose of the New Jersey Scholars Program is to provide an *extraordinary* intensive interdisciplinary five-week residential summer academic program at The Lawrenceville School in Lawrenceville, New Jersey for 39 of the most intelligent, outgoing, and highly motivated rising high school seniors who are residents of New Jersey. The Program is taught at the freshman-sophomore college level by a combination of college and Lawrenceville faculty. The Program concentrates on a single topic each year and the topic for 2020 was *MIND AND BODY: THE FUTURE OF BEING HUMAN*.

We are living in a time of rapid re-categorization of “the human being.” Neuroscientists continue to push our understanding of the brain into territories affecting our beliefs about the “mind,” “soul” and “will”; biologists claim animals show empathy, culture, and emotional lives that have more in common with ours than we ever imagined; social activists claim gender, race, and biology are identities to be selected, rather than inherited; technological entrepreneurs are actively pursuing initiatives to integrate the human brain with machines and make machines able to learn, self-organize, and invent; medical researchers hope to clone our organs and transplant them into our bodies, or splice out disease-causing DNA in utero, prolonging human life, perhaps, indefinitely; NASA has plans to colonize Mars. We seem perched to transcend the traditional limits of “the human condition” upon which millenia of human cultures have been built. Or are we? And if we do, what then? What will we say to an artificial intelligence that may demand to know what makes a mind a mind, a person a person, or someone valuable? Or anything valuable? What can it mean to be human in an age when traditional markers of humanity are up for grabs? What is the best future we can imagine? How can we get there? This year, we won’t be looking to the past as a guide to answering traditional human questions. We will be looking to the future and developing answers to current questions so that it can be a bright one!

With the onset of the COVID -19 pandemic, the Program was forced to switch from a residential model to all virtual. All programming was done online and a rigorous curriculum was shifted to fit into an online model being mindful of current “screen fatigue” along with the inception of a newly created “community time” that proved to be an extraordinary success for bonding with the Scholars. Seminars and Lectures were front loaded to allow for more flexibility in the final weeks of the Program. Because all lectures were presented via ZOOM, several alumni and Board members were able to attend and were impressed by the quality of the events. The faculty members always attended each other's lectures, references could be easily made to connections that crossed disciplines and areas of concentration. In this way, the Scholars examined how ideas encountered in one field might relate to those in another, and so, learn to think in an interdisciplinary manner.

The Program builds toward the completion of an original, interdisciplinary research project supervised by faculty members. Below is a brief description of each of the main disciplines for research, and a list of the students who chose to concentrate on that particular area.

History/Politics/Ethics

David S. Figueroa-Ortiz
Columbia University School of Law, J.D.

The 2020 New Jersey Scholars Program explored “Mind and Body: The Future of Being Human” and pondered the history of how primarily Western society has explored the seeming duality of the human experience. Burke focused his inquisitive energies, and set out to discover possible way to understand how classical and Enlightenment thinkers approached this question. In history, we explored the origins of mind and body unity and duality, from Athens to Jerusalem to the European Enlightenment. Aristotle and Saint Paul kept us company as we engaged along the way with Francis Bacon, Thomas Hobbes, John Locke, Adam Smith, David Hume, Mary Wollstonecraft, and Erasmus Darwin. We also explored the legal and political implications of determining who matters to and before the law, the legal and practical implications of being. When does life begin? When does it end? Are we our bodies? How can we make political and legal sense of propositions that challenge our sense-perception such as transracism or transgenderism? We also dove into fundamental assumptions of the law concerning free will and intentionality in relation to constitutional, contracts and tort law. Last, we attempted to formulate a vision of the “just society” by uncovering the ideas of political philosopher John Rawls.

History/Politics/Ethics Research Group

Katherine Benjamin	Anjali Bhatia	Adam Gottlieb
Amanda Jin	James Kerwin	Desmon Lam
Mattia Leingang	Adwik Rahematpura	Patrick Smart
Ishareet Sohal	Lily Starrs	

Literature/Philosophy

Markta Napiorkowska
Universtiy of Chicago, Ph.D

This year, NSJP was unique in its focus on the future, rather than on our cultural inheritance of the past. In particular, through the disciplines of Literature & Philosophy, Politics & Law, Sociology, and Developmental Biology, we opened up the intellectual work of understanding and deciding the future of being human. We reflected on current innovations in medicine, social media, computing and artificial intelligence, and post-modern deconstruction of value – using literature, court cases, public policy and animal behavior as focal points.

Literature/Philosophy Research Group

Kian Canelas	Erica Choe	Zach Finacchio
Emani Fung	Emery Jacobwitz	Kristen Li
Alonso Lima	Ipsa Mishra	Bradyan Quintard
Sebastian Salazar	Zain Salloum	Sydney Stoval
Sara Yoo	Oliver Zhong	

Science

Johnny Clore
Harvard University

The title of the 2020 NJSP course was "Mind and Body: The Future of Being Human." In order to explore the future of being human, in my lectures and seminars we began with an exploration of how the human mind and body evolved in the past. We investigated the ways that the human species is unique, and we began to consider the contexts in which unique human adaptations emerged. We also examined how features once thought to be unique to humans, such as culture, empathy, cooperation and emotions, have evolved in other species. In considering the future of human health, we explored how advancements in the modern world have led to *both* longer lifespans and, paradoxically, increased chronic disease. We also explored how the concept of race developed, and considered possible ways to address racism in the future.

Sociology and Anthropology

William Westerman
University of Pennsylvania, Ph.D.

The theme of this year's New Jersey Scholars Program was "The Future of Mind and Body." In the Sociology and Anthropology seminar, we looked at the relationship of minds, bodies, knowledge, power, and social institutions, and how that is changing today and in the future. We considered examples of minds and bodies working in cooperation, such as social media, narrative, sociolinguistics, play, medicine, pedagogy, disability studies, and collaborative arts such as cinema and dance. We also examined situations of bodies and minds in conflict, coercion, and contested authority, such as war, torture, systemic violence, and high school.

Sociology and Anthropology Research Group

Justin Berge	Tomek Botwicz	Madia Buihyan
Dustin Copeland	Nicole Ezell	Maya Gerke
Ribya Haque	Julian Jensen-Lim	Juliet Nolt
Austin Reigel	Vivek Rallabandi	Lee Rosenthal
Colleen Tonra		

II. The Scholars

Thirty-nine finalists were selected to attend the 2020 Program. A total of 260 candidates (including applicants from all 21 counties in New Jersey) applied to the Program. We invited 132 applicants to online zoom conference group interviews with board members, faculty and alumni.

The 20 male and 19 female students selected to participate in the Program represented 14 out of New Jersey's 21 counties (**see Appendix C**). The geographic composition of the students reflected a mixture of urban, rural and suburban backgrounds. Thirty Scholars came from 27 public schools and 12 from independent schools. **Appendix D** lists all the Scholars by county and high school.

III. Scholar Response to the Program

The atmosphere that develops among the Scholars in this Program is unlike that seen in other youth organizations. This is because The New Jersey Scholars Program draws together an extraordinarily able and motivated group of students, which develops an extraordinary sense of mutual support. The Program has been described, by a previous director, as "a boot-camp for the mind". It attracts students ready to be challenged. For many Scholars, their experience during the Program is an awakening to the life of the mind in a way they have never experienced before. The spirit of the experience has a way of discouraging cliques, and young people from many different backgrounds make firm friendships that bind the group together during the session and for many years afterward. The social lessons they learn from each other can be as powerful and enduring as the academic ones. In fact, the social and academic benefits are inseparable for it is the academic challenge that provides the opportunity for these students to unlock their own potential and learn how to meet the challenges with the help of their fellow Scholars. This year's Scholars had just that kind of elevating experience, as evidenced by some of the following excerpts from their evaluations of the Program:

I am extraordinarily grateful to have had such a meaningful experience, even in light of current world events, and I wanted to express that gratitude.

The program was exhausting but definitely so, so enlightening. I learned so much and I am extremely grateful to have had this experience.

This opportunity has opened my mind and shaped my thinking significantly, and I know the ideas discussed in this program will impact the way I approach school and life moving forward dramatically.

This program was absolutely amazing and I will miss every single one of my scholars and the professors as each one has significantly impacted me and who I am today in a positive manner.

This program was definitely worth it... Thank you so much for giving the class of 2020 this experience, especially with the numerous obstacles!

IV. Acknowledgements

No one deserves greater credit for the success of the 2020 Program than the full time faculty who in five weeks delivered lectures, led seminars and guided research projects, all with great flexibility and dedication. The Program is in their debt.

The residential staff, particularly Housemaster Josiah Jordan, Assistant Housemasters Collin Melazzo and Isabella Rocco did so much to make the online, newly created “Community Time” a place for Scholars to bond in an virtual atmosphere which proved to be widely successful.

Cathy Morgan deserves special thanks for administrating the Program. Among other tasks, she handled the logistics of the application, evaluation and interview process; and strategized for the continuing growth of the Program. On the behalf of the Board, I thank her for her huge contributions to the New Jersey Scholars Program.

NJSP’s financial data and database are accurate and reports to the Trustees are interesting and informative thanks to Heidi Dreyfuss.

I would also like to thank Ryan Williams, Director of Auxiliary Programs for The Lawrenceville School for her support.

The New Jersey Scholars Program owes its existence to strong financial support from many sources (see **Appendix E**).

The Program also owes a debt of gratitude and heartfelt appreciation to the many alumni(ae), their families and many friends who contributed this year. Finally, the Program is grateful to its Board members who have given of their time and talent as well as their treasure. Their efforts have been invaluable and sustaining.

V. Financial Statements

The New Jersey Scholars Program worked hard to keep expenses within the projected budget during Fiscal 2020 (September 1, 2019 to August 31, 2020).

YEAR END FINANCIAL STATEMENT

Revenue	2015	2016	2017	2018	2019	2020
	9/1/14-8/31/15	9/1/15-8/31/16	9/1/16-8/31/17	9/1/17-8/31/18	9/1/18-8/31/19	9/1/19-8/31/20
Scholars	\$ 31,365	\$ 25,257	\$ 27,484	\$ 34,894	\$ 33,475	\$ 21,889
Parents	14,315	16,740	17,276	19,513	28,653	19,520
Subtotal	45,680	41,997	44,760	54,407	62,128	41,409
Board Gifts	50,981	40,977	45,192	47,102	43,270	54,800
Matching Gifts	3,200	2,325	2,825	5,690	1,733	5,058
Corporations	16,777	5,306	2,859	3,812	2,862	2,938
Foundations	10,000	10,000	15,000	10,000	20,000	30,000
Friends	11,640	6,900	6,325	7,125	3,310	10,300
Contributed Facilities & Services	42,685	43,500	41,782	43,279	42,980	-
Interest and Dividends	141	2,810	3,270	4,137	3,942	4,653
Affinity Programs	-	-	-	-	17	8
Total	\$ 181,104	\$ 153,815	\$ 162,013	\$ 175,552	\$ 180,242	\$ 149,196
Expenditures						
Teaching Faculty	\$ 16,000	\$ 14,750	\$ 20,250	\$ 20,250	\$ 20,250	\$ 18,500
Administrative Salaries & Taxes	40,978	40,762	31,278	29,567	29,829	28,883
Supervision	7,000	8,000	8,500	8,500	9,000	4,733
Room, Board & Facilities	71,366	74,144	74,162	74,081	76,466	378
Books and Supplies	3,518	896	3,238	3,357	4,103	4,273
Field Trips & Program Exp	2,212	3,186	2,879	2,953	2,897	-
Interviews	-	161	273	537	530	-
Liability Insurance	2,875	2,982	3,110	3,237	3,408	2,545
Workers' Comp Insurance	1,566	1,492	1,226	1,199	1,193	1,174
Overhead	8,013	8,370	9,768	9,067	7,529	6,660
Alumni Association	129	332	133	141	-	-
Total	153,960	155,075	154,817	152,889	157,207	67,146
Surplus/(Deficit)	\$ 27,144	\$ (1,260)	\$ 7,196	\$ 22,663	\$ 23,035	\$ 82,050
Projected Budget 2020-2021						
9/1/20-8/31/21						
Income			Expenditures			
Scholar Alumni	\$ 34,000		Teaching Faculty	\$ 24,250		
Parents	25,000		Administrative Salaries	26,000		
Board Gifts	36,000		Payroll Taxes	5,100		
Matching Gifts	3,000		Supervision	9,000		
Corporations	1,000		Library Use	2,000		
Foundations	15,000		Room and Board	35,000		
Friends	3,700		Facility Rental	40,950		
Woods Income	2,800		Books and Supplies	4,000		
In-Kind	40,950		Field Trips & Program Exp.	3,500		
Investment Income	3,500		Interviews	250		
Interest	50		Liability Insurance	3,800		
			Workers' Comp Insurance	1,200		
			Overhead	10,900		
			License & Certification Fees	250		
			Alumni Association	300		
Total	\$ 165,000		Total	\$ 166,500		

Respectfully submitted,
David Figueroa-Ortiz, Director

Appendix A

2020 LECTURE LIST

History/Politics/Ethics

David S. Figueroa-Ortiz
Columbia University School of Law, J.D.

Mind and Body: East and West - Conceptualizing “mind and body” as different or even separate aspects of existence is a particular approach to the question of being human with roots deeply embedded in classical Eastern as well as Western thought.

Dualisms: Sacred and Secular - Classical Jewish thought on the non-material aspect of human life differed deeply from Classical Greek views. These differing strands of thought converged in Roman Palestine and found expression in Christian teaching. Christianity fueled the European Enlightenment, which in turn generated multiple, competing, and sometimes conflicting views on the interior experience of human beings.

Psychology and Free Will: The Early 20th Century - The rise of evolutionary theory in the late 19th century, coupled with the emergence of psychology - a science of the mind - provided additional areas for controversy and dispute that shaped discussion about the meaning of the human experience.

Who Matters before the Law and Why? - Legal systems define duties and obligations, liabilities and privileges that create distinctions - inequalities and exclusions by design - with tremendous impact on the political life of societies. Note the obvious: the non-existent and the dead have no rights, suffer no injuries, and enjoy no protections. But that means that the law must determine when “existence” begins and ends, and thus decide when rights, injuries, and protections are at stake. Similarly, the law takes sides on the matter of whether or not “we are our bodies.” If we are our bodies, then certain aspects of identity are governed, controlled, influenced, or limited by physiological characteristics that the law may or may not take into account. However, if we are not our bodies, physiology is less relevant than individual psychology in determining the meaning(s) of justice. How should the law take into account these possibilities? What conceptions of morality does the law - contracts, torts, constitutional - need, presuppose, and advance?

Computers, Consciousness, and Intelligence - The rise of “intelligent” machines and newly gained insights in neurobiology seem to challenge and affirm long-running arguments regarding the relationship between mind, body, personality, and self.

The World, 2020 - 2045 - In light of currently available technologies, what will the future look like? How will that future challenge or affirm convictions and assumptions we currently have about what it means to be a human being and the proper role of the state?

Sociology and Anthropology

William Westerman
University of Pennsylvania, Ph.D.

The Future of the Body: Looking forward from a Time of Pandemic - We all have a body, one that is vulnerable and susceptible to illness and injury. The practice of medicine has lengthened our life span, but medicine is not just scientific practice. It is embedded in cultural practices and social institutions – both rapidly changing. Health care delivery was challenging enough even before the COVID-19 pandemic, but what does this augur for our future? What does the future of the body (and the body politic) look like given social and cultural changes in the healthcare system?

Man is (no longer) the Measure of All Things

What makes a human a human? Where are the boundaries – are they biological or social? Is it our mind, our body, our cultural practices, or social rules that determine human-ness today and in the future?

Our Mind and Our Body in Community

We are a social animal, and so our mind and body do not live in isolation. How does our social relationship with others define and shape our mind and our body? Does community help us learn and flourish? What is the future of community?

The Anthropology and Sociology of the Digital Age (I)

Our culture and society have undergone massive transformation in the last quarter century – an impact as large if not larger than the development of movable type. Anthropologists, sociologists, and media and communications scholars have begun to study the practice and effects of social media and the potential of/for so-called artificial intelligence.

Dementia, Old Age, and Dying: The Future of Your Mind and Body

This lecture will consider what happens, in one way or another, to each of us, drawing on social work in addition to sociology and anthropology. Whether our minds remain sharp to the end or not, we all die; no one gets out of here alive. What is the future of the care of the old and dying in our society? Should we be thinking about the possibility of extinction?

Literature/Philosophy

Marta Napiorkowska
University of Chicago, Ph.D.

Introduction to Consciousness: Why Is It a Philosophical Problem?

The philosophical question “What sort of a being is a human? What sort of A being am I?” is millennia-old. Unlike their predecessors, guided in the past by intuitions, philosophers in the second half of the 20th century began to use science to seek answers. To frame our conversations about the future of being human, we need to understand what we know about being human now. Today, we will review what philosophers know and see if we can find out, testing our own intuitions along the way.

Consciousness, Self, and Identity

Though we believe we are all part of a group of beings called human, almost all of us also believe we are individuals in some sense. What is the form that this individuality takes? How does the brain construct it? Using discoveries in neuroscience and studying cases in medicine, philosophers are constructing various interesting models of how this “I” exists and drawing startling conclusions about human identity. Brains in vats and virtual reality are nothing compared to what we seem to be!

Consciousness and Free Will

From the moment we sense we are a self different from those around us, we also seem to develop desires for this self and then make decisions and take actions to fulfill those desires. We attribute those actions to our self, and we attribute others’ actions to their selves. We assign responsibility, blame, rewards to others, believing they acted consciously and of their own wills. However, given everything we’ve said already about consciousness, you can imagine by now that this picture is not so simple. We will review what is known about “free will” from the point of view of neuroscience and consciousness to examine whether human beings giving rewards or punishments to any other human beings makes any sense.

Other Consciousness: Robot and Animal Minds

Having reviewed consciousness and selves, we can turn to other entities in the world that may have them: animals and computers. We will discuss animals that appear to have high IQs and computers that appear to have reasoning ability. To what degree and in what way may they be conscious or have selves and therefore ought to be thought about and treated by us in the same ways that we think about and treat other human beings? Which ethical obligations do we have? Can we develop real relationships with them? What responsibilities do they have?

Designing Consciousness, Altered States, and Enlightenment

From using psychoactive or psychotropic drugs, to engaging in concerted mindfulness practices such as meditation, to developing micro-machines and neural-bioengineering, human beings like to play with, try to control, and maybe even design their consciousnesses, from which everything stems. We will review some of the research covering the effects of human actions on either their own or others’ brains and the results on states of consciousness. After all, this seems to be the next step of human evolution. Let’s better design more ethical, happier people! Why not?

Science

Johnny Clore
Harvard University

Brain, memory and self

In this lecture, we will explore the ways in which human memory, with all of its incredible capabilities and monumental flaws, shapes our sense of self, which in turn shapes the formation and recollection of memory. This interdependent relationship highlights the inherent lack of objectivity in our memory systems, which we rely on to shape the “truth” of our personal history, to make sense of our present circumstances, and to inform the decisions that direct our future actions. Understanding the ways in which memory is actively constructed depends on an understanding of the brain structures that support memory formation, retention, and retrieval. Indeed, the “self” is an emergent property that does not

exist in individual neurons or brain regions, but arises out of the communication and coordination between these elements, the individual, and the world.

From Voltage to Consciousness - In this lecture, we explore the molecular and cellular underpinnings of brain function. When we perceive a stimulus, retrieve a memory, or experience an emotion, the physical basis for these processes is the activation of a dynamic, interconnected neural network. This activation, at its most basic level, depends on the movement of ions across a membrane, which creates changes in the voltage across that membrane. From the foundation of this fluctuating electrical potential, thought, memory, and consciousness emerge. We will explore the dynamics of this electrical signaling within neurons and the chemical signaling that allows communication between neurons. Finally, we will explore the susceptibilities of these signaling pathways to drugs and toxins, which alter our experience of reality.

ART

Jamie Greenfield
M.F.A SUNY Albany

Why Art? We begin with an exploration of how and why humans make and respond to Art (with a capital A). What are the evolutionary, physiological, social, and personal impulses to creativity? Are humans the only artists? The 'aesthetic experience' is intrinsically related to our perception of 'Beauty,' yet can any of these terms be adequately defined or delineated? We will consider what is known of the earliest art, and what that might tell us about the human brain that created it. We will also touch upon what evolutionary psychology and recent neuroimaging studies have begun to reveal.

The Art of Being Human - Art is one of the many ways in which humans assign meaning to the world, and strive to communicate that meaning to others and to themselves. We could say that humans are *designed* to give meaning to their experiences, and that this meaning is influenced by physical, social, and emotional factors, modified in large part by community. Is this, in fact, what prevents humans from understanding the world only as quantifiable data or information, and is this also what distinguishes human from non-human intelligence? What does it mean to be an artist?

The Coincidence Detector - In this lecture, we will explore the mechanisms by which neural communication may be altered through experience, enabling the plasticity that gives rise to lifelong cognitive development. These dynamic alterations give rise to interconnected neural networks, whose patterns of activation explain our thoughts and behaviors. Underlying this synaptic plasticity are the pathways of long term potentiation, which depend on "coincidence detection" by a synaptic ion channel and the modulating effect of reward processing. The detailed study of these pathways may help us to understand learning, addiction, decision making, and even artificial intelligence.

Appendix B

2020 BOOKS

Mind and Body: The Future of Being Human

Brave New World

Aldous Huxley

Harper Perennial; Reprint edition, 2006

Copenhagen

Michael Frayn

Anchor, 2000

Do Androids Dream of Electric Sheep?: The inspiration for the films Blade Runner and Blade Runner 2049

Philip K. Dick

Del Rey, 1996

The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures

Anne Fadiman

FSG Classics, 2012

Body-Self Dualism in Contemporary Ethics and Politics

Patrick Lee and Robert P. George

Cambridge University Press, 2009

Appendix C

CLASS OF 2020 STATISTICS

<u>COUNTY</u>	<u>APPLIED</u>	<u>ACCEPTED</u>
Atlantic	3	
Bergen	38	4
Burlington	9	1
Camden	10	
Cape May	1	
Cumberland	4	
Essex	23	4
Glouster	5	2
Hudson	12	2
Hunterdon	5	1
Mercer	11	4
Middlesex	21	5
Monmouth	22	2
Morris	26	4
Ocean	2	1
Passaic	10	
Salem	2	
Sommerset	27	3
Sussex	3	
Union	24	4
Warren	2	<u>1</u>
TOTAL	260	38*

	Female	Male
Public	11	16
Independent	7	4

*One female Scholar did not continue after 2nd week.

Appendix D

Scholars in the Class of 2020

Katherine Benjamin	Notre Dame High School	Mercer
Justin Berge	Roxbury High School	Morris
Anjali Bhatia	Princeton Day School	Mercer
Madiya Bhuiyan	Noor-Ul-Iman School	Middlesex
Tomasz Botwicz	Saint Peter's Prep	Hudson
Kian Canelas	Moorestown Friends School	Burlington
Erica Choe	Bergen County Academies	Bergen
Dustin Copeland	Piscataway High School	Middlesex
Nicole Ezell	Morristown High School	Morris
Zachary Finacchio	The Lawrenceville School	Mercer
Emani Fung	Montclair Kimberley Academy	Essex
Maya Gerke	Freehold Township High School	Monmouth
Adam Gottlieb	Hillsborough High School	Somerset
Rabiya Haque	Kingsway Regional High School	Glouster
Emery Jacobowitz	Leonia High School	Bergen
Julian Jensen-Lim	McNair Academic High School	Hudson
Amanda Jin	Millburn High School	Essex
James Kerwin	Marine Academy of Technology & Environmental Science	Ocean
Desmond Lam	Governor Livingston High School	Union
Mattia Leingang	Union County Academy for Information Technology	Union
Kristen Li	The Lawrenceville School	Somerset
Afonso Lima	East Side High School	Essex
Ipsa Mishra	Monroe Township High School	Middlesex
Juliet Nolt	Ridge High School	Somerset
Bradyn Quintard	Hunterdon Central Regional High School	Hunterdon
Adwik Rahematpura	Morris Knolls High School	Morris
Vivek Rallabandi	John P. Stevens High School	Middlesex
Austin Riegel	Dumont High School	Bergen
Lee Rosenthal	Cranford High School	Union
Sebastian Salazar	Dwight Morrow/ Academies@Englewood	Bergen
Zain Salloum	Biotechnology High School	Monmouth
Patrick Smart	Delbarton	Morris
Isharee Sohal	Clearview Regional High School	Glouster
Linda Starrs	Blair Academy	Warren
Sydney Stovall	The Pingry School	Essex
Colleen Tonra	Edison High School	Middlesex
Sara Yoo	Summit High School	Union
Oliver Zhong	West Windsor-Plainsboro High School North	Mercer

Appendix E

The New Jersey Scholars Program thanks these foundations and corporations for their generous support and matching funds in 2019-2020

Allergan Foundation
Harris Matthews Charitable Fund
Iowa Foundation for Education, Environment and The Arts
Mr. & Mrs. Henry C. Woods Fund at the Lawrenceville School

**The New Jersey Scholars Program expresses its deep
gratitude
to the following foundations and corporations for their generous
support and matching gifts during the past five years**

Barclays Capital
Harris Matthews Charitable Foundation
The Horace W. Goldsmith Foundation
Investors Bank
The Iowa Foundation for Education, Environment, and The Arts
Johnson & Johnson
JP Morgan Chase
Morgan Stanley
Raytheon
ThomsonReuters
Wells Fargo Foundation

Appendix E, continued

The New Jersey Scholars Program recognizes and thanks the following donors
for their generous support in 2019-2020

Ken Abbott '78 P'11
Marco Acerra '94
Christian Alcantara '94
Karen E. Anderson '79
Robert & Marie Arbour P'90, '95, 98
Dr. & Mrs. Steven Abramowitz P'11
Marcelline V. Baumann P'98
Akash Bhal '92
Kanlesh H. & Jyoti K. Bhatia P'17
Peter F. Biro '86
Eric R. Cooperman '02
John Corely
Sean T. Dailey '86.
Frank L. Douglas Family Fund P'88
Heidi L. Dreyfuss
Erica Dreifus '86
John F. Duffy '80
Ram Duraiswamy P'19
David Figueroa-Ortiz
Evan D. Fox '02
Jared Freedberg '85
Joseph Gawronski '86
Emily A. Greene '78
Brian Gregory
Nancy Hart
Steven Hellman '81
Jeanne Muller Johngren '80
Stephen J. Kastenbergl '83
Kelly Kennan Trumbour '95
Ashish Khanna '92
Marshall King P'12
Mythili Lahiri P'17
Christopher Librizzi '98
Jeffrey Lieberman '91
Carolyn Makuen '80
David W. Mayo
Mark & Beth Mehler P '99
Nancy Metcalfe Tegeler '80
William Nagel, III '85
Adam Offenhartz '80
Steven Offenhartz
Swati Parekh P'19
Ji Na Park P'19
Dipti Parmar P'19
James V. & Jane M. Quinn
Janice Roddenbery
Michelle Schwartz '93
Yoav Segal '79
Xiaofang Shen 'P18
Deborah Rogow Silverstein '86
Edward R. Stehle
Robert and Paula Stein P'00
Nicole Stovall P'20
J. Leonard Teti II '94
Neil & Khosa Udani
Anthony Vidovich
Dr. Ross T. Whitaker '81 and Dr. Kerry Kelly
Ming Yan P'18
Gregory Zolman
Carolyn M. Zelop, MD '78